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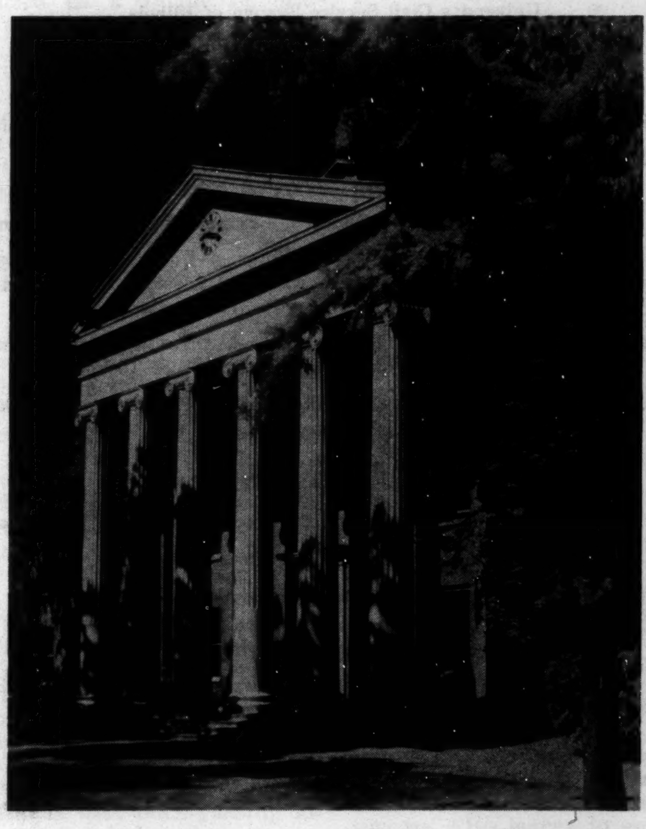

Lyceum Building, The University of Mississippi

A PUBLICATION OF THE COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

CUPA JOURNAL

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NEWS, NOTES & QUOTES . . .

Our Cover

Publicity from The University of Mississippi says that, "The Lyceum Building, first building on the 640-acre 'Most Beautiful Campus,' was completed in 1848. It still preserves the dignity and tradition of the Old South, and is recognized as a shrine of Mid-South culture and learning." Jim Webb, Director of Personnel, says: "It is, I believe, the oldest building on the campus — according to tradition, saved from burning during the Civil War by one of the University's Yankee professors. Anyway, it makes a good story. The Lyceum houses most of the administrative offices, including Personnel, and a number of classrooms."

A Bit of Philosophy

Sooner or later, a man, if he is wise, discovers that life is a mixture of good days and bad, victory and defeat, give and take. He learns that it doesn't pay to be a sensitive soul; that he should let some things go over his head like water off a duck's back.

He learns that he who loses his temper usually loses out. He learns that all men have burnt toast for breakfast now and then, and that he shouldn't take the other fellow's grouch too seriously. He learns that carrying a chip on his shoulder is the easiest way to get into a fight, and the quickest way to become unpopular is to carry tales and gossip about others.

He learns that buck-passing always turns out to be a boomerang, and that it never pays. He comes to realize that the school could run along "fairly well" without him. He learns that it doesn't matter so much who gets the credit so long as the job gets done.

He learns that all people are human and that it doesn't do any harm to smile and say "Good Morning," even if it is raining. He learns that most of the other fellows are as ambitious as he is, that they have brains that are as good or better, and that, hard work and ability are the secrets of success. He learns to sympathize with the youngster coming into work for the first time, because he remembers how bewildered he was when he first started out.

(Continued on Page iii)

He learns not to worry when he makes a blunder, because experience has shown him that if he always gives his best, his average will break pretty well. He learns that no man ever got to first base alone, and that it is only through co-operative effort that we move on to better things. He learns that bosses are not monsters, trying to get the last ounce of work out of him for the least amount of pay, but that they are usually fine men who took opportunities as they came and have succeeded through hard work.

He learns that folks are not any harder to get along with in one place than another, and that the "getting along" depends about ninety-nine per cent upon his own behavior.

— Author Unknown.

Memo: To A Wonderful Secretary

Why not show this to your secretary, as a pat on the back to begin 1958?

For some time I've been wondering why life at the office has become so pleasant — why I seem able to get so much done, why I leave with a "that was a good day" feeling. And this morning I figured it out. The reason is you.

I suppose the thing that called it to my attention was when I stopped at your desk on the way in — you looked and sounded happy. It occurred to me that you really liked your work, that I never feel heartless asking you to perform an extra duty. You almost give me the impression I've done you a favor.

Of course, you're letter-perfect on the mechanical end — typing and shorthand — so good, I never think of that any more, though I realize you must have had excellent training and a lot of practice to reach this high point of skill. But what I do notice is that you seem to consider this just the beginning of your work. I couldn't possibly remember all the things you've quietly stepped in and taken over for me — the letters you've composed and simply submitted for my approval, the smooth, diplomatic way telephone calls are running, the way routine matters with faculty and staff are handled without my being called in at all. I haven't forgotten a meeting or been late for an appointment in six months. I don't think my memory's getting any better — it's simply that you've been on hand to remind me.

I find myself sitting back and listening while you explain our particular problems and point of view to people from other departments. It's so logical and at the same time so gracious.

I enjoy watching you learn the business. Some of your questions really tickle me — they're so perceptive. And when I find journals and books about the college on your desk I know it's no accident. But with all this study and interest, I particularly appreciate the fact that you don't tell everyone in the college how the business should be run. Especially me.

You've got a quality which, for lack of a better phrase, I think of as a strong sense of decorum. You know before I do when something can be talked about and when it can't, when the situation calls for friendly informality, and when it should be business-like. I never have to warn you that we should be especially careful with a particular dean; and on the other hand you never seem resentful if I ask you to go get me a sandwich or dust off the desk.

I like you because you have all the old-fashioned virtues — diligence, integrity, loyalty — in such an attractive, good-to-look-at modern form that I'd scarcely have recognized them.

I suppose very selfishly I like you because you make my life so much easier, my business success so much likelier, and because you make me feel as though I'm important and worth helping.

I like you because you're an intelligent, competent junior partner, and a mighty nice person besides.

— Adapted from **Glamour Magazine**

Higher Education Looks Ahead

HOMER P. RAINEY

"Anyone who looks at our problems in higher education today is, first of all, impressed by the fact that in the next ten to twenty years we are going to be faced with the most critical issues that American higher education has ever been called upon to solve."

One of the first demands coming from our society today is being made upon our whole educational system, and more especially upon our system of higher education. This arises out of the fact that we are now in the number one position of world power and world leadership. We emerged from World War II with a navy and air force greater than the combined navies and air forces of the entire world. Russia, perhaps, has had a stronger land army than we have had, but I think that when all the factors of military strength are put together, hardly anyone will deny that today we are the strongest single military factor in the world, or that the world has even seen, for that matter.

But we are also strong economically. We have the most marvelous productive system the world has ever known. We are producing at least half of the world's goods at the present time. We are enormously wealthy as a people; we have the highest standard of living, and all that sort of thing. So that we are powerful economically, as well as powerful militarily.

But those two types of power — military power and economic power — carry with them inevitably a third: political influence — political prestige. No nation can be the most powerful econoic and military factor without at the same time gathering to itself enormous political influence and prestige. They simply go together. So that no problem in the world's life today can be solved, or be attempted to be solved, without all the peoples of the world needing and wanting to know what position we in the United States will take upon that particular issue.

Now the implications of this, I think, are very great for us in higher education, in particular. I would like to mention a few of these implications.

I am sure that many of you have read something of the work of the English historian, Toynbee, in his monumental study of history — a study of the known civilizations up to date — some twenty-two or twenty-three of them, as I remem-

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Dr. Rainey, Professor of Higher Education at the University of Colorado, presented this opening address at the Eleventh Annual Conference of CUPA. He has enjoyed wide experience in the field of higher education, having served as Instructor at Austin College, Associate Professor and Professor of Education at the University of Oregon, President of Franklin College 1927 to 1931, President of Bucknell University 1931 to 1935, Director of the American Youth Commission 1935 to 1939, President of the University of Texas 1939 to 1944, and President of Stephens College 1947 to 1952.

ber. He traces the rise and fall of various civilizations, and he comes to certain very significant general conclusions as a result of that study. One of these conclusions is that these civilizations all seem to have followed pretty much the same pattern. They start from small beginnings, just a clan or a tribe, taking root some place on the earth's surface; then they begin to grow, and develop power, influence, and prestige, until finally, they arrive at a peak of that power and influence and prestige. They hold this peak for awhile, and then deadly forces of disintegration, decline, and decay begin their work, and they start on a slow, but inevitable decline, and finally pass off the stage of leadership. One culture after another, he said, has followed just such a course. From this, he draws two other very significant conclusions, I think. One is that no people has ever held that peak position of power and influence indefinitely. They hold it for awhile, and then they begin to lose it, and finally pass off the stage of leadership. That is his first conclusion: no society or no culture has ever held a position of leadership indefinitely.

A second conclusion, that I think is of equally great importance to us is that no people ever having held a position of leadership and lost it, has ever regained it. To have the opportunity of preeminent leadership has never come to a people the second time.

Now, if these generalizations are true, or to the extent that they are true, they pose some terrific problems for us in this country, for we are now in that number one position of power, prestige, leadership, and influence. And certain basic questions, it seems to me, emerge. One is, how did we get to this position. Or, what are the factors in our past — our history — that have made us great, or that have brought us to this position of preeminence?

A second question that follows almost inevitably in a discussion of this sort, is what are the factors that will keep us great, or that will keep us in this position of power, influence, and leadership? These, I think, are the most basic problems that we in American society are having to face today. And they relate very definitely to higher education in this period that is immediately ahead of us. They raise, first of all, the question of what is education for in terms of the demands which are being made upon us by virtue of the position in which we find ourselves. I want to make a few observations about this.

The first one that I would mention is that enormous power, or power of any type, carries with it a moral or spiritual obligation for the wise and right use of that power. We are now in the possession of almost unimaginable power. How shall we use that power? What uses shall we make of it? These are moral questions — deeply moral and spiritual in their basic implications. Power is a dangerous thing in the hands of individuals who are incompetent to use it, or in the hands of demagogues who would use it for their own ends and purposes, or in the hands of people who are ignorant — simply ignorant of how they might use that power. There isn't one of us here today who would trust his life five minutes on our streets or on our highways with a drunken driver in one of these high-power automobiles for the simple reason that there is too much power there, and if it isn't used wisely, it will immediately result in disaster or destruction. So it is with all other types of power, as well. There is that moral responsibility upon us — that those who possess power must use it wisely. An obligation, then, that impinges particularly upon our system of education is the necessity of teaching our people to deal masterfully with these power factors of our contempory society, so that we may be able to control them and direct them, and use them toward wise ends and purposes, rather than the possibility of being utterly destroyed by them. So we need a great emphasis on moral and spiritual values in our entire society, and certainly in our educational system.

Another major implication which we face is the demand for a new concept of education — what it is for in terms of our position of power and leadership, and particularly in regard to our international relations. I can illustrate that in a number of ways. Just the simple matter of teaching geography, for example. Most of us, I am sure, got practically all our formal instruction in geography in the elementary grades, and we have had little or no formal instruction in the subject since. There are not more than eight or ten universities in this country, today, that can lay claim to a first-class department of geography. We have just been neglecting it. You can see how important this single factor is in this day and time.

Knowledge of the languages, literatures, and cultures of all the peoples of the world is necessary if we are going to be the leader that we ought to be. How poorly we have been prepared, and how poorly are we preparing in the field of language instruction alone, is another illustration. I remember when we got into World War II I was at the University of Texas. We were called into Washington to sit down with the authorities there to see how our institution of higher learning could help with the war program. And this was one of the things that they emphasized at that time. They told us a startling thing. They said that there were fewer than 100 people in our entire nation, at that time, who knew enough about the Japanese language to be of any real help to our State Department. Fewer than one hundred people! They went on to say that most of them had been sent out as Christian missionaries. How poorly prepared we were, at that time, in terms of understanding our major enemy! You can elaborate that instance over and over.

There are other significant implications. We have to have a new concept of politics, and the purpose of politics in our world of today. Politics ought to be a high social art, because it is the only means a democratic people have of achieving their goals and purposes. We have to function through political action; through political activity. We have allowed to grow up in this country the idea that politics is a dirty business. We tell our very finest young people that if they want to do anything worthwhile, they should go into business, or into one of the great professions — law, medicine, engineering, or what not, but that they should stay out of politics, because if they get into politics they will soil their hands, and worse, perhaps, they will soil their souls, because they will have to compromise their principles and sacrifice their ideals. This is unfortunate, because it has had a devastating effect upon a great percentage of our population; we know, for example, that a vast majority of our American people simply do not participate in the elemental responsibility of voting — casting their vote for the formation of public policies and the election of public officials. The amount of political or civic irresponsibility in our country is alarming many people. We have almost developed a national slogan for this irresponsibility. We hear it so often — "Why should I stick my neck out?" Another great implication, then, is that we have to have a new type of leadership, because our democracy has to function through leaders — outstanding leaders who have high qualities of leadership — intelligence and understanding of the problems and issues of contemporary life.

We are also facing a crisis in another direction, from certain factors inherent in the development of American life. About 125 or 130 years ago every state in this Union committed itself to the giving of a free, tax-supported public education to every man, woman, boy, and girl in our American society. I have often thought that that was the greatest commitment that any people ever made to themselves and to their young people — providing an educational opportunity for all to go as far educationally as they wanted to or could. It was a simple thing 125 years ago to talk about a commitment of that sort, because not more than 3% to 5% of our population were taking advantage of it. As late as 1890, after fifty or sixty years of that commitment, we had not more than 5% or 6% of our youth of secondary school age actually enrolled in secondary schools. At the end of World War I, in 1920, we still had at that time, not more than 18% or 20% of our youth of high school population going to school. But since that time we have been doubling that percentage every ten years, until now we have arrived at the place where we have, for the nation as a whole, almost 90% of all youth of this country, of high school age, actually enrolled in school. Now that is what I mean by the fulfillment of a commitment. We made the commitment over one hundred years ago, but we haven't fulfilled it yet in terms of its ultimate demands. We have done it, perhaps, for elementary education. We have approximately 95% of all the youth in this country, of elementary school age, actually enrolled in school, and we are rapidly approaching the fulfillment of that commitment in secondary education. But when we come to the field of higher education, for which the commitment also holds, we are a long way from the realization of the commitment.

If I may go back a few years. In 1920 we had not more than 2% or 3% of our high school graduates going to college. That has increased to the point, today, where we have somewhere between 30% to 35% of all the youth of college age that are between 18 and 21 years of age, going to some sort of school beyond a high school — some sort of a program of higher education. The best estimate that we can make is that within the next 15 years, that percentage will continue to increase, probably reaching a maximum of 45% during the next fifteen-year period. And if you want to project further into the future, by 1977, just two decades from now, that percentage will probably approximate 50%. Where it will reach its maximum, we don't know. We can't tell. But that is the thing that is complicating, and is going to complicate, higher education in the next fifteen years to two decades, beyond anything we have ever known in American life. It is an inherent factor, as I say, in our whole development of society.

Let me hurriedly point out to you some of the implications. First of all, this increase that I am talking about, in terms of percentage, is going to mean that by 1970 we will have approximately twice as many people enrolled in institutions of higher learning as we have at the present time. In other words, we are going to double our enrollment in the next fifteen years, and by 1977, if the same forces continue the curve that they seem to be following now, we will quadruple our college and university enrollment in the next twenty years. Now that is almost unimaginable in terms of what it is going to mean in the development of higher education. If we double our enrollment in the next fifteen years, these are some of the things that we are going to face.

We are going to have to build as many college and university buildings by 1970, someone pointed out, as we have built since the landing of the Pilgrim fathers in 1620. In other words, we are going to have to double our plant facilities alone — as many as we have built in our history to date. This is a staggering conclusion, but it is just plain figures. The financing of higher education in the next fifteen or twenty years is something that is keeping educators awake nights, literally.

We move from that on into other significant problems — the staffing of these institutions, for example. Where are we going to get the staff for these institutions? Actually we aren't training enough people for positions in higher education today to meet just the normal turnover, to say nothing of providing the addition that we are going to need in the next few years. At the present time, approximately 40% of the staffs teaching in our colleges and universities have doctor's degrees. We are not training enough people today at the doctorate level to keep up that percentage. As the increase in enrollment comes, and the demand for teachers grows correspondingly, that percentage, we know, is going down and down. In fact, some of the gloomy estimates that have been made are that by 1975 or thereabouts, if these conditions continue, instead of having 40% of our teachers at the higher level with doctor's degrees, we will not have more than 20% with doctor's degrees in our colleges and universities. So you can see how this problem is working, or will work itself out, in terms of just the physical facilities and the personnel that we are going to have to provide.

But that is only a start of these problems growing out of this situation. From these rather easy to determine problems which I have just mentioned, we move into far more subtle and difficult ones that we are going to have to face in view of this enormous increase in enrollment. Let's take the question of what education is for in terms of professional education. One of the major objectives of college education in the past has been the training for the professions — law, medicine, engineering, teaching, and so forth. If you look at our job picture, today, approximately 15% to 18% of the people in this nation could be classified in the professions, if you include the skilled trades. Now, when we were much smaller than we are now, in terms of enrollments, only 5% of our people were going to colleges or universities, and the professions could absorb them relatively easily. But, today, when we have 30% or more of our people going through institutions of higher learning, the problem becomes terrifically complicated. Medicine, perhaps, is one of the best illustrations. A few years ago, you could get into a first-class medical school in this country with two years of college education. Now those standards have been raised to the point that not only do you have to be a college graduate to get in, but you have to be in the upper 5% with respect to grades to have any chance at all to get into one of our 65 or 70 first-class medical schools. And these medical schools today are having at least ten times as many worthy applicants as they can accept. What does this mean? Well, it means that there is going to be a terrific disappointment to people wanting to go into these professions. They simply can't get into them. Let me go a little further to emphasize this situation.

Another 25% roughly, of our people employed in this country, are employed in what we call semi-professions or semi-skilled trades that do not require long periods of training. And for this group of people, we know that we can provide 90% of all the initial competences needed in short-term vocational educational courses of six months or less duration. You put these two groups together, and you have about 35% to 40% of our employed people. That leaves around 60% of all the employed people in this country today. So far as vocational competence is concerned, they do not require anything beyond an eighth grade education, and no specific vocational training of any sort in order to meet the qualifications of their jobs. They are just routine, repetitive, operative types of jobs that people can drop out of school today and start working in tomorrow.

Now let's put that together with this other picture. We have two great social forces at work today. One is the increasing surplus of people coming through our elementary and secondary schools and higher education programs. They are going out into a society, insofar as the work situation is concerned, that is demanding higher and finer skills of relatively fewer people. And you get the operation of two forces working like a millstone, literally squeezing out into our society hundreds and thousands of people for whom we are doing more and more in education. We are keeping them longer and longer, and believe it or not, we are preparing them better and better. They are going out into an employment process, that is requiring, as I say, finer and higher skills for relatively fewer and fewer people.

Fifty years ago, people going through the secondary schools could be absorbed in the colleges and universities, and thus into the professions. That is no longer true, and hasn't been for a long time. So that the secondary schools have found it necessary to provide many other types of education for those who weren't going on into the higher branches of learning, or into the professions. And so the secondary school people of the country have expanded the program of secondary school education horizontally — almost indefinitely. And for that, as you know, they have received all kinds of criticism. It is said that secondary schools have lowered their standards, and this, that, and the other. But in fulfilling the commitment of giving every boy and girl an opportunity for an education, our democratic obligation requires that we must provide something every boy and girl can do, and training that he or she does need for the things that he or she is going to do. So this has produced an almost indefinite horizontal expansion of our secondary school program.

The colleges now are just at the level that the secondary schools were forty years ago. As we face this doubling of our college enrollment in the next fifteen years, the problem that I have just described with respect to the medical schools, is going to be intensified manyfold, in the years that are ahead. First of all, the question of getting into colleges themselves. The colleges are debating now — and it is one of the biggest issues that they are debating — who should go to college. Should we limit college enrollment, or must we do, as secondary schools have done, make provision for all these people who want to come to higher educational institutions, or institutions beyond the high school level? We know one thing just as certainly as we know that the sun will rise tomorrow, it seems to me, and that is that we have to do something with these people. They are coming on demanding more and more education beyond high school. Can we turn them away? The private schools in this country are in a position to do that sort of thing, of course, if they want to, and they have the best opportunity that they have ever had, if they want to take it, to improve standards by careful selection of students. They have so many applicants now they don't know what to do with them. And they can take the cream of the crop if they want to, but they know that doesn't answer all their social responsibilities. They know that they are going to have to expand. But to do it, and in what ways to do it, places a terrific responsibility upon the public institutions of the country.

If our great system of private schools were to take the selective course that I have just indicated, then that is going to throw a terrific burden back upon our public institutions to try to provide some type of education for the students who come to them. Many of our states, as you know, require, by law, that any high school graduate from a representative high school in the state must be admitted into the state university or the other state schools. The question of whether or not the state colleges and universities can use selective admission is a very difficult and perplexing one in terms of the law, itself, and in terms of social and moral responsibility.

Let me tell you about one institution — one that I know very well, The University of Texas. While I was there, I made a study of the student body at The University of Texas over a fifteen-year period, and I found that approximately 60% to 65% of the students who entered The University of Texas never went beyond the second year. Now this fact has several very important implications. One is that The University of Texas, willy-nilly, was not an institution of higher learning or professional education for at least two-thirds of its students — just because they never did get there. Two-thirds of them dropped out before they got to that level. Another implication of it, of course, is that it was really some other sort of institution for those two-thirds who were not going on into the branches of higher learning. Well, we say it was a junior college probably, or should have been a junior college. But the point is, it wasn't. The University of Texas and all other colleges and universities in the country have been treating all their incoming freshmen as though they were going on into the higher branches of learning and into the professions. That was certainly true at The University of Texas. And that was a false assumption. In other words, The University was acting upon a false assumption for at least two-thirds of its students.

Now, you can just multiply that problem today on every college and university campus in this nation. What are these colleges and universities going to do? How are they going to reorganize themselves in the face of this onslaught, as it were, of enrollment, where a very small percentage of the students are going on to the higher branches of learning or the professions? I go back to what I said a moment ago, the colleges and universities are now at the place where the public high schools were forty years ago — faced with the necessity of expanding their offerings horizontally, almost on an indefinite basis. And my, you can hear the wails and criticisms that are going up today about that. They say the quality of American higher education will be destroyed with this coming avalanche of students, necessitating giving everything imaginable in terms of curricular offerings beyond the high school. How are we going to resolve that problem? We don't know.

I am sure you are also concerned with the problem of guidance of students. What are you going to do in advising students in high school about what they should try for — what they should plan for — in terms of their education beyond the high school.

These are some of the issues that are growing out of what I call inherent factors that are producing this crisis in higher education that is immediately before us.

We must meet these problems. We must put our heads together as leaders of both secondary and higher education. As you know, we are having all kinds of studies and commissions — the President's Commission on Education Beyond the High School. Some six or eight of our states now have carried through state-wide surveys, or have them under way. The State of Ohio just completed a study, and to the great amazement of all of us, that survey calls for the addition of at least 75 new institutions of higher learning in the State of Ohio in the next fifteen years — one of the most populated states in the Union with repsect to colleges and universities; and to think it has to provide 75 new ones — new ones not in existence today!

The State of New Mexico has just completed a survey of the same sort, and we think of New Mexico as being a thinly populated state. That survey calls for the addition of thirteen new institutions of higher learning in that state within the next fifteen years. Louisiana has a survey under way. Florida has a survey under way. The State of Washington has a survey under way. The whole country is now dividing itself up into regions to study this problem on a regional basis. So we are beginning to make efforts to deal with these problems that I have just been discussing.

And in closing, I would tell you a little anecdote. It is hypothetical, I hope, but it illustrates the point. It is said that a certain college president, some time ago, contemplating these conditions that I have just been describing, just couldn't see any way out. He became terribly discouraged, got all nervous and upset about it, and finally he just reached the breaking point. He decided it wasn't worth a candle, so to speak, and he prepared to end it all. He began to think about ways of doing it; and he had heard that drowning was a good, easy way; so he decided that he would take that way out.

He went down, one afternoon, to the river, and walked up on the bridge and started climbing up on the girders with the intention of jumping off into the water. It so happened that one of his deans saw him, saw that there was trouble in the air, and he yelled to him, "Hold on, wait a minute!" The president hesitated, and the dean walked on up to him and said, "What's going on here?" And the president told him his state of mind, his worries, and so forth, and that he had just decided to end it all, and had chosen this method of doing it. And the dean said, "Now wait a minute. Get down and let's talk this thing over." He persuaded the president to get off the girders, and they sat down for a few minutes and talked it over. At the end of their conversation they both got up and jumped over.

Train Whom? — For What?

GEORGE W. FOGG

"My alma mater has a football cheer which goes something like this: 'We want another one — just like the l-a-s-t one.' They are talking about touchdowns, which sometimes require a lot of getting. The department heads who call our personnel offices saying practically the same thing are asking for replacements for the good old secretary who knew the boss' thoughts as soon as he did."

Briefly our picture is this: our skilled workers in all categories are moving into the higher age brackets and are not being replaced in sufficient numbers by new people. Getting another employee like the last one has seldom been possible, and the statistics which were reported to the Eleventh CUPA Conference at Boulder indicate that it will be even less possible in the future.

Meanwhile, our own agencies are having a phenomenal growth with related personnel demands. Our best estimate now is that approximately 1,115,000 persons are required to man the colleges and universities. Ten-year projections indicate that the enrollment will nearly double; it seems conservative to estimate that the staff requirements will go up at least 50%.

Personnel Directors will then be faced with the necessity of fitting into these billets the elderly who often have fixed ideas, or who have medical handicaps, the young who have not learned the skills, and a number of marginal individuals normally considered unemployable.

The solution seems to be a careful analysis of the candidates, an analysis of the various jobs assigned, and the reduction, where possible, of the complexity of any job — and then a planned training program to fit the new man to the simplest possible arrangement of the work.

Definite detailed planning is a necessity. The Personnel Director must consider the full use of all training aids, such as the films, conferences, demonstrations, the university's own classes, and contract instruction. Training will be required for adapting the new employee to his job, for qualifying the continuing employee for promotion, and for training a current employee in new skills necessitated by changes in operating procedures.

This program will result in administrative problems. It lives only with the complete support of the top administration, both verbal and financial. The budget must be adjusted to cover the costs to personnel of the additional persons required, the costs of training aids, and, where needed, of contract

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schooling. These matters can seldom be improvised at short notice, and the conscientious Personnel Director will consult his crystal ball for a guide to anticipated personnel demands over a period of years and set his training program accordingly.

Nearly all large universities have planning boards or committees where detailed estimates of future size and composition of the institution have been prepared. The size and the educational and research emphases determine the personnel demands for the years to come and, consequently, the training needs of the individual institution.

First of all, and hardest to do, is the training of the supervisors. If the workers are less skilled, the supervisors must be more skilled. A successful operation in any area — clerical, maintenance or technical — will depend largely upon the ability of the supervisor to adapt the work to his workers, to quickly spot weaknesses and to correct them, to develop morale which will result in steady, contented work, and to keep down turnover by providing the intimate and sympathetic contact which the higher administration cannot supply. Training supervisors is an insurance toward conserving what we have.

In an institution which has an active psychology department there is almost certain to be a department of industrial relations, or at least a course or two in human motivation. If the personnel office can arrange for this professor to meet with the supervisory group and act as source man, a series of sessions can be developed around films, reported cases, and statements of policy of the institution. It would be well for the Personnel Director to be part of this group presenting the practical viewpoints of administration.

Among the specific groups to which a training program must be adapted, the clerical is probably the largest and represents the greatest need for careful training. Here we must make what we can't buy. Ability to type is widespread, and the subject is being taught in high schools to many who do not take the commercial program, but shorthand is becoming less and less popular with the young. An adaptation to this situation is the assignment of clerks or typists only to the smaller offices, and the establishment of a stenographic pool for strictly stenographic work; or another is to increase the use of dictating machines, which can be operated by typists. Where we must have stenographers, and they are not available in the market, we must train. This requires formal training, and where the institution has a department of office techniques or business education, there is usually a course in shorthand. Arrangements can be made in the interests of general economy to introduce three to ten well-selected young typists into these classes on the institution's time and with reports being made to the personnel office. Where such on-campus opportunities do not exist, it is worth while to arrange for a teacher to come on campus and give the training, if the required number of typewriters can be secured. The last choice is for the people to go off campus to a contract training school.

If these people are to be retained after training, there must be an incentive promotion program. A typist is worth less than a stenographer, even if the stenographer is trained at the institution's expense.

Courses in accounting and office machines, if available, can be used on the same basis of released time and promotion for accomplishment. Less than this will convert the institution into an on-the-job trainer for other employers.

Less obvious means must be sought for the training of the needed maintenance mechanics. If adequate supervision is available, the Apprenticeship Service of the U. S. Department of Labor may be able to help in locating suitable apprentices and planning a training program for them, including off-the-job training, on-the-job training, and sometimes correspondence courses. At the conclusion of a fixed program, usually about two years, the Apprenticeship Service will review the work and give a certificate of accomplishment which sometimes helps the employee in securing licenses.

Released time to attend high school night courses in vocational trades pays off if the employee is kept interested in the college by a good supervisor and some incentive. This area will produce more troubles in turnover and expansion than any other portion of the organization.

Manufacturers of the more complicated equipment will train the operators, but replacements generally have to be trained on the job.

Hospitals are starting training programs of their own for laboratory technicians, psychiatric aides, physical therapists, and social workers. Although these programs are generally formalized, and completion is certified to, they are basically on-the-job training, with close relations between the classroom and the patient.

Similar programs may be indicated for library technicians, food service supervisors, junior management officers, and even personnel technicians. The essentials are careful selection, formal training and certification, and incentive promotion upon completion.

Major changes in operating equipment require new training. For instance, if we discard an old bookkeeping system for a punch card system, we profit if we train our own punch operators, machine operators, and analysts, rather than dropping one group and trying to hire another. Here again, the manufacturer will usually train one set of workers, but replacements must come from the present force. Continuous supervised on-the-job training of selected individuals represents the best hope of continuous operation.

We may as well recognize that the logical extension of this problem of the shortage of trained people will bring into focus the possibility and value of training, on a serious and business-like basis, the two special groups — whose fate is usually to be objects of somewhat charitable pretense — the handicapped and the overaged.

Each area requires more than average care in selection and carefully focussed training. Usually the rehabilitation service of the local state employment service will locate handicapped persons and will assist in a training program. Highly satisfactory experiences are on record in the use of blind typists, crippled bench mechanics and machine operators, as well as convalescent gardeners and outdoor specialists.

It is only practical to note that the selection and training of such persons puts in the work force a group not wholly movable in the organization and one which requires intelligent and sympathetic line supervision. The result is generally worth the trouble.

The over-age includes retired persons who have the stamina and the versatility to adjust to new trades and skills. In the clerical areas the greatest problem is to feed such people into the force, frequently at lower salaries than they were accustomed to, in such a way that they accept cheerfully their new status and their fellow employees accept them. This is difficult. Oddly enough, it is usually better to set such people in a field different from that in which they held high pay or responsibility. They must begin near the bottom, and it is apparently easier for them to begin where they must learn, not merely wait.

This group also includes persons who, for one reason or another, have been out of the work force for a considerable period and are now in it again — military retirements, women who have raised a family and are now ready for a second career, men who have been displaced from medium high places and cannot re-enter at the point where they left. Such people — clerical, maintenance, sub-professional, and technical — adjust better if they have been required to take careful formal training in their new jobs and have been given special attention in indoctrination to the university and to their particular jobs. If the selection has been made carefully in view of the psychological and health factors, a highly stable force will result.

At all levels — the young inexperienced, the less than desirable, the handicapped, and the over-age, employee — a work simplification study, with the assistance of the academic department of business organization, may indicate where training may be pointed, where pools for especially skilled persons may be indicated, and where less skilled jobs may be established in the place of complex ones. A recognizable promotion plan, with identifiable lines of promotion, and genuine movements along these lines as a reward for efforts at self-improvement, are part of the picture.

For the next few years the efficiency of the Personnel Director may be measured by his control of the turnover rate and by his ability to meet the demand for the essential skills in the educational plant. Very fortunate, indeed, will he be, if, in even a very few cases, he can get "another one just like the last one".

An Evaluation of the Effectiveness of a University Personnel Committee

ARNOLD ADDISON

Personnel work can only be effective if it is recognized as important by the administration of a university. All Association members will be interested in Mr. Addison's helpful discussion.

At the Seventh Annual Conference of the College and University Personnel Association, held at the Kellogg Center at Michigan State College in July 1953, I presented a paper, entitled, "The Need for a Personnel Department in a College."[1] In this paper, it was pointed out that colleges and universities had ignored, to some extent, that which industry had found invaluable to handle its relations with employees — a personnel department. It was stated in this paper that a personnel department should be recognized, in a college or a university, as a vital part of the administration, and that it should be staffed with people of the highest caliber. Suggestions were also given for the type of organization that might be possible in a college or university depending upon the size of the institution.

I would like to focus attention on that section of the paper that dealt with an advisory committee on personnel. At the Conference I stated, "The Advisory Committee on Personnel, which is indicated, plays an extremely important part in the proposed personnel operation. It is suggested that this committee be composed of representatives from all of the various units of the college. These representatives will be the deans and administrative officers or their appointees and can be immediately considered as the liaison between the individual units of the college and the Personnel Department. The members of the committee can be expected to be the first line of communication to and from the units on matters pertaining to personnel. It is intended that this line of communication can assure the uniform distribution of personnel information to all units at the same time. It can also be expected that suggestions, criticisms and recommendations from staff members composing each college unit can be brought to the Advisory Committee on Personnel via the unit representative."

Here, at The Pennsylvania State University, this advisory-committee idea has been tried, and it has worked with considerable success.

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[1] Minutes of the Seventh Annual Conference, Michigan State College, July 22, 1953, College and University Personnel Association, pp. 42-45. Additional material on this subject also published in the College Public Relations Quarterly, Vol. 4, No. 2, January 1953.

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As a member of the Personnel Representatives Committee, rather than a staff member of the Personnel Division of the University, I should like to share my evaluation of the effectiveness of this committee.

The basic idea for the present committee was given its first trial in the Fall of 1953 when an Advisory Committee on Personnel Administration was set up by the Supervisor of Personnel Services for the University. As suggested in my Conference paper, the committee was composed of representatives from most of the units of the college. Not all units sent representatives. From the start, this committee took on some rather ambitious programs for study, which were followed by reports of action recommended to the Personnel Division. During the three years this committee operated in cooperation with the Personnel Division of the University, some of the subjects that were discussed included physical examinations for nonacademic employees, long-service award programs, retirement award programs, employee orientation, vending machines, a manual of policies and procedures, and the dissemination of official information. There were ten major programs on which study had been completed and recommendations made to the Personnel Division. Only three study programs were not completed.

One of the greatest contributions of this committee to the total operation of the University was to bring together representatives from the various units of the University for an exchange of information. This exchange resulted in as much uniformity in the interpretation of policy and practices as was possible without directives from the University administration. Previously, there had been no such cross-talk between units, and there had been evidence of misunderstandings between colleges or administrative units regarding the interpretation of existing policies.

This committee consisted of eighteen people who had been invited to participate because of their demonstrated interest in the broad personnel program in the University. This interest was evidenced by the large number of personnel topics that were placed on the committee's agenda for study and subsequent recommendations. Interest and enthusiasm were extremely high. Because of a mutual respect for the importance of uniform personnel practices, programs, and policies throughout the University, the committee members worked together effectively.

In 1956 the Vice President in charge of Business Affairs created a committee composed of representatives of deans and administrative officers. The importance of the appointment of each representative was stated in a letter issued by the Vice President to all deans and administrative officers, ". . . it is requested that each dean and administrative officer designate a person who will serve as his representative on matters affecting clerical and service employees, and who will be authorized to *act for the dean or administrative officer* in such matters."

The installation of this committee by the Vice President was the first step by the University administration to recognize the importance of, and need for, an expansion in personnel activities. Committee membership provided a certain prestige, which would encourage effective work both within the committee and in the personnel follow-up within the units of the University. People of high caliber were expected as representatives from the deans and administrative officers because the Vice President had specifically asked for those who could "act for the dean or adminstrative officer."

By midsummer this Personnel Representatives Committee had been called together to discuss the purpose and specific responsibilities of the group. The Vice President became the Chairman for the group meetings; he did not delegate this responsibility to one of his staff. At the first meeting, it was decided that the committee would meet once a week to exchange information regarding clerical and service employees. The personnel representatives were advised that they were expected to help ease the burden of administrative work pertaining to these matters and to improve communication between central administration, supervision, and employees. The chairman emphasized the importance of having each personnel representative act with authority in carrying out these responsibilities.

At the outset, two initial specific responsibilities were outlined:

1. Each personnel representative was directed to set up channels within his own organization to insure communications on matters of clerical and service personnel.
2. Each personnel representative was directed to become familiar with policies affecting service employees so as to be prepared to make recommendations for a change in policy at the time of the annual policy review.

With the Vice President giving considerable momentum to the beginning of such an advisory group, the committee moved into high gear very quickly — probably because the work of personnel administration had at last been recognized for its importance, and because uniform direction was needed for the numerous personnel problems that existed in all units of the University. This committee was to serve as the group that would guide such uniform planning and subsequent action.

One of the first actions by this committee was to call for a review of the work that had been done by the unofficial Advisory Committee on Personnel Administration. Accordingly, a subcommittee composed of former members of this committee was asked to make a report on the studies that had been made in the previous three years. This report formed a basis for further study by the newly appointed committee.

As the work of the committee progressed into the numerous areas of personnel, it became evident that the original general responsibilities, as outlined by the Vice President, needed more detailed elaboration. The representatives felt that more specific guidelines were needed. Accordingly, a study was made by a subcommittee that outlined completely the responsibilities of the personnel representatives. These responsibilities, as recommended by the subcommittee and later approved by the total committee, were as follows:

In cooperation with staff members, department heads, directors or heads of adinistrative units, the personnel representative is responsible to the dean or administrative officer for the management of the University personnel program in his college or department, including such duties as the following:

1. Assist in the development of personnel policies and programs in the Committee of Personnel Representatives.
2. Coordinate with the Employment Division in selecting employees, setting hiring rates, and in the operation of the job posting program for his college or administrative area.
3. Coordinate with the Training Division in the orientation, training, and development of employees and supervisory staff in his college or administrative area.
4. Assist the Job Classification Division in carrying out the objectives of the University salary plans, and in determining the appropriate budget payroll classification for employees.
5. Assist the Employee Benefits Division in carrying out the objectives of the University program of employee benefits.
6. Promote and develop effective communication among employees, supervisors, and the central administration in matters of Personnel Administration.
7. Consult with the Director of Employee Relations in establishing and maintaining sound employee relations.
8. Coordinate with the Safety Division in investigating safety hazards, stimulating safety consciousness, consulting with proper authority for the removal of hazards, and advising as to safety training needs.
9. Keep informed of new developments in personnel administration by reading publications and reports.
10. Perform such other duties as may be needed to insure an effective personnel program at The Pennsylvania State University.

Despite the size of the Personnel Representatives Committee, it has been able to function without getting bogged down by opposing factions largely because the work of the committee really lies in the work of the subcommittees. After careful study, these subcommittees present well-developed recommendations on programs and policies. Each representative is given sufficient time to study reports before discussion is held by the total committee. However, not all the work is done by the subcommittees. Many programs and policies are presented to the committee by members of the Personnel Division staff of the University. Information for study is first presented in written form to the personnel representatives. At subsequent meetings it is discussed, and recommendations are made.

The relationship between the Personnel Division and the personnel representatives has been extremely good. The representatives have been able to appreciate more fully the problems of the Personnel Division. The Personnel Division staff has been able to obtain reactions, constructive criticisms, and suggestions from representatives who are in the operating units and charged with the operation of the personnel programs. Members of the committee are encouraged to forward, to the chairman, problems that merit group discussion. Such items are placed on the agenda for presentation and further discussion. The reports of the subcommittees have been extremely good, and there is every indication that thorough studies have been made on problems that have been brought to the committee's attention.

Any fair evaluation of the effectiveness of the committee would have to be quite favorable; however, it is only fair to appraise any weaknesses. The first committee on personnel administration had 18 members; the present committee has 29 members, including 4 members from the Personnel Division of the University and the Vice President (Chairman of the Committee). With this membership, all units can be represented; however, the advantage of more discussion by all members of a smaller committee had to be sacrificed.

The size of the committee also curtails the speed with which studies and recommendations can be completed. However, when one evaluates the advantages of having greater representation, and therefore better communication, the advantages of a committee of this size seem to outweigh the disadvantages.

A few members of the committee could not be considered to be of the caliber originally requested by the Vice President. The presence of even a few such representatives tends to hamper those committee meetings at which the discussion involves the same employee classification as that of the representatives.

Perhaps one of the most significant differences between the present Personnel Representatives Committee and the former committee is that the communications in the present committee flow more effectively on a two-way basis. One of the weaknesses of the Advisory Committee on Personnel Administration was that information discussed in committee meetings went no further than the Personnel Division. With this new committee there is more assurance that when recommendations need the President's approval, a definite line of communication through the Vice President is provided. Likewise, when personnel information is to be passed down, it is routed quickly from the President to the Vice President to the committee. This means that the representatives can prepare for the distribution of this information at an early date, in all areas of the University at the same time, and with the same interpretation. The ease with which communication is made has much to do with the effectiveness of committee work. With the upward line of communication well established, the members of the committee have a favorable reaction to the ease with which committee recommendations receive the consideration of both the Personnel Division and the administration of the University.

I feel very strongly that the appointment of a Vice President who has a major responsibility for personnel planning, programming, and follow-up is a significant factor in the progress made in personnel activities at the University. The directing of our personnel committee by the Vice President has added the necessary prestige to personnel activity and, more specifically, to the work of the committee. It is questionable whether such an advisory comittee attached at a lower level in the administrative organization of a university would be as effective.

To those of us on this campus who are interested in better personnel programs and policies, the experience that started some four and one-half years ago as an unofficial advisory committee and later developed into a recognized official group in the university structure, has been extremely worthwhile.

Plain Talk About Job Evaluation

THOMAS G. HIGGINS, SR.

"The purpose of job evaluation is to set up a guide so that there is some reasonable approach to establishing the value of jobs. It is not scientific at all. And it is not scientific because human judgment is involved."

What is job evaluation? Job evaluation (a brief definition) is a tool of management control, used as a means of determining the relative worth of jobs. Job evaluation is one of the major controls which enter into establishing the cost of labor.

Before a company or an enterprise starts in business, they select either the service or the product that they are going to sell. Immediately they go through a series of steps which will set their labor costs. Job standardization is determined from their industrial engineering and from the blue prints; or from their plans if it is a service, or if it is education that they are selling. From their blue prints they decide how they are going to do it, the methods, the machinery, the equipment. So right then and there the selection of one process against another, one type of machine against another, establishes the labor costs. We have job review and analysis. Your personnel department has the problem of recruiting, selecting, hiring, and getting people started to work. In the types of people that are hired, and in the areas in which they work, there are labor costs established. Through job evaluation we hope to set up an equitable wage structure. Beyond job evaluation there is merit rating to take care of that extra "push" that someone puts into a job, and there are incentive systems.

One of the basic fundamentals of job evaluation is that it may be built into a cornerstone for a wage structure which is sound. Frequently, the policy is to get the maximum amount of work done, and pay just about as little as you can to get it done. Forty years ago, Taylor, one of the pioneers in establishing principles of management, stated that, "What the workman wants most from his employer, beyond anything else, is high wages. And what the employer wants, from the worker, is a low labor cost of manufacture." Now, if you can put those two things together, you are doing a good job.

Job evaluation is not a cure-all; it is not the answer to all your problems. Unfortunately, it has some limitations, particularly since it is subject to human judgment. Job evaluation is also subject to

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manipulation. All systems lend themselves to manipulation, since human judgment is involved. Job evaluation does not by any means supplant the actual judging of the job. Job evaluation, itself, gives us a basis upon which we may exercise judgment.

There are some unusual situations which affect the job evaluation process. I had the chairman of a board of one of our member companies ask me, "Well, this job evaluation business — suppose that you just can't hire people for the rates that are established. What do you do?" So I said, "Well, then, you just throw your job evaluation out the window and pay what you have to pay." He said, "Well, wait a minute, that is for me to say, and not you." But that is one of the situations — supply and demand. Job evaluation should be approached, therefore, with fairness and integrity, and it must be based upon facts and sound judgment.

Now, there are various methods of job evaluation. The method, I feel, from a practical standpoint, isn't too important as long as you get the job done. We can run around all day inside a matchbox trying to work out some plan, but the object, of course, is to get an equitable wage structure which the company or the institution is in a position to maintain and to pay, both from an economic standpoint and also in maintaining their level in the area. The plant down the street may be supported by government contract, and naturally it is difficult to compete with that sort of thing. But, very quickly, I may mention that there are such methods as ranking of jobs and classification. At the Employers Council we use what we call a modified ranking and comparison system in cases where there is a need for coming up with an answer in a very short time. We also use the more formal method. You have all heard about factor comparison and point rating plans, and we have used the point rating plan most widely.

I brought along a little demonstration which I would like to show you. Let's suppose that these were two containers of groceries. If these two containers were sitting on the supermarket counter, you wouldn't want to sit back where you are and judge what they contain. For example, one is liable to contain beans and potatoes. And the other one, steak, shrimp, and coffee. You do have to look inside the job, just the same way that you have to look inside a container of groceries to see what the container is worth. Now, if we just turn these containers around — one job is a janitor, and the other one is a machinist. Now, what is the first thing that happens when we look at a job? We look inside, and there is Joe Blow, the janitor. And here is Jimmy Hexnut; he's the machinist. So we shall put Jimmy and Joe over there. We shall take care of them later by something that we call merit rating. Then, what we have left are the two jobs of janitor and machinist; and we have excluded the personalities, we hope, from the job. Now that is one of the basic principles.

In the matter of getting started on a program, management has some responsibilities. Whoever is trying to start the program has a job to do, and that is to sell management. And believe me, there isn't even any point in starting if management isn't sold; and when I speak of management, I don't mean just top management, but all the way down to the first-line supervisor. And it is quite frequently difficult to sell management.

It is something like the fellow who bought two mules, and he couldn't get them to do a thing. But up the road was a vet who was supposed to have a way with mules. He got the vet to come down and had the vet look the mules over, and he said they looked to be sound. The vet said, "Do you have a piece of two-by-four about that big?", and the fellow said, "Yeh". So he gave the vet the two-by-four, and the vet backed off, and whack, hit the first mule over the head. The fellow said, "Wait a minute, what are you trying to do?" The vet said, "Step back," and he hit the other mule over the head. The fellow said, "What are you trying to do, kill 'em?" "Well look, you want me to teach them something, don't you?" answered the vet; "well, with mules, if you want to teach them anything, first off, you got to get their attention." And management, at times, is about the same way — awfully difficult.

There are some very interesting developments lately on the union problem in job evaluation. If you have a union, you had better get them in on the beginning of it, if you are going to do job evaluation. Some of them don't want any part of it; they prefer to sit back and wait until you are finished, and then criticize it, or reject it completely. You have a responsibility in seeing that you get participation, not only from the employee and management — all the way from the first-line supervisor through to the top, but also from the union. We have limited the union participation to the parts which we feel they should participate in, and we have retained those prerogatives which we feel are our own. There are certain decisions that management has to make, and only management really knows their position. For example, after we have set up a committee, we select a job analyst, and train him to do the job. We start writing job descriptions. We usually attempt to work with a five-man committee of people who do know the jobs. If you have a union in the picture, fine. But let's select some key jobs with a range of skills where there isn't much question — I mean, janitor, tool and die maker, drill press operator, senior accounting clerk, junior file clerk, switchboard operator — some jobs that are standard jobs, and on which there isn't much question. When you come to a machinist, for example, there are 8,000 hours of apprenticeship required, and 800 are to be spent in shop mathematics; there isn't much question about it. And the janitor, what does he do? He pushes a broom. Sure, he has some working conditions problems, some effort involved, but there isn't too much of a problem in evaluating that sort of thing. So I would agree — sure, bring the union in. Let them sit in and show them how you do it.

There is a lot of discussion among the committee members. In fact, I make them promise that when we go outside the door everyone has to be friends; while we are in the rating sessions we can call each other anything we want to. I had one individual on a committee that came to me after the program was over and said, "Mr. Higgins, I was wondering what you were talking about when you said that we'll have to be friends when we go outside. I didn't think that grown men could argue over such little things as we did in those meetings!" And that is a fact.

One other little technique we use is to include in the meeting the supervisor of the particular jobs which are being evaluated. He has no vote, but he is there as an observer to see that we are attempting to do the job on a fair and equitable basis and that his jobs are getting fair treatment. He is also there as a source of information should we run into problems. "What do you think the training time is?" is one question, for example, that he can probably answer better than anyone else.

After your committee has evaluated the jobs, you have the problem of establishing the wage structure, and here I would hate to have to turn all our material over to the union, if there is a union involved. Now I don't mean that we are trying to hide anything, but the union has no part in certain management decisions.

Once you have established the worth of a job, and you are attempting to build a wage structure, you will want some survey data so you will know the going rates. You have a problem of building the wage structure which will be developed from the survey material. You will have to make comparisons. You will have to make certain that when you pick a job that the definitions of the job are comparable, and that you are not matching peaches and apples. Then, in building the wage structure, you will have to construct a line, but I always advise the management that they don't have to be regimented by the results of job evaluation. That is what a lot of people are afraid of — afraid that they are going to come up with something that means they are going to have to make a huge general increase, and that this will put them out of business. Well, that is not the purpose.

The purpose of job evaluation is to set up a guide so that there is some reasonable approach to the value of jobs. It is not scientific at all, but it is systematic. And it is not scientific because human judgment is involved. The part of the person who is directing the program should be to coordinate it, to try to keep it down the middle, and have the evaluation process carried on with fairness and integrity — to try to keep personalities from entering into it, like Jimmy Hexnut and Joe Blow — to try to keep members of management who think a lot of a "halo" job from pushing it for more points. That's our position — to try to keep job evaluation down the middle, on a fair and equitable basis.

Remember, the objective is to provide management with a good working tool to be used to build and maintain a sound wage and salary administration program.

Orienting New Clerical Employees

ROBERT J. WEAVER

> *"Getting your new employee off to a good start is one of the most productive contributions personnel administration can make to an organization."*

"To you as a new employee:

"As you begin your employment with The Pennsylvania State University, I wish it were possible for me to greet you personally. Since this is not possible, please accept this letter as my welcome to you.

"You are now part of an important enterprise which contributes to the education of youth. Your position is an essential one, and we will count on your help. Directly or indirectly, the effectiveness of the University, in carrying out its educational responsibilities, depends in large part upon your efforts.

"It is my sincere hope that you will enjoy your job here and that your participation in the cultural and recreational activities of the University will add greatly to that enjoyment."

That is the letter new clerical employees receive from the President of The Pennsylvania State University as a part of their orientation program. The balance of the program is designed to carry out the intent of the letter. That is: (1) to make them feel welcome; (2) to make them realize that their job is important; (3) to understand the benefits that they derive from doing it well; (4) to invite them into the cultural and recreational activities of the University; and (5) to wish them well in their work.

A successful orientation program can build up a reservoir of good will that is very helpful during periods of stress in the day-by-day work scene. Aside from the good will, there are other values to both the employee and to the employer:

1. The employee becomes productive earlier, because she feels at home earlier than she would if she had to learn things the hard way.

2. An orientation program will provide you with a means of spotting the fuzzy areas in your personnel operations.

A new employee can ask you questions about rules and regulations that have never occurred to you. And you won't be able to answer some of these. But it starts you on the way to digging into subjects that well may need your attention.

An employee has a right to know what to expect in terms of working conditions, salary matters, benefits, and the hundred other items that relate to the work situation. The longer the list of positive things you can tell a new employee with assurance, the better indication it is that your personnel program is consistent and in order.

These, at least, are a few of the

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values we think we have derived from our program at Penn State.

It may be helpful to you to have a few details about what we do and how we do it.

Time

We schedule two meetings a month, usually the second and fourth Fridays. Each meeting lasts about two hours. People hired the beginning of a month usually attend the first meeting; the second meeting is scheduled for those who cannot attend the first one.

We hold the meeting in a conference-type room so that an informal atmosphere can prevail. On certain months (September, for example) the number of new employees is so great that we hold the meeting in a classroom.

Method Of Conducting Meeting

The Training Coordinator conducts the orientation meetings. He tries to put the group at ease by asking each person to introduce herself, telling where she comes from, and where she works. This usually results in a friendly atmosphere. Several people may come from the same home town. In one way or another, the ice is broken, and subject matter is introduced.

Matters Discussed

Each new employee is given an envelope containing the following booklets and leaflets:

1. Letter of welcome by President of the University (This letter is read aloud.)
2. Street map of State College, Pennsylvania, and a map of the University campus
3. Good Telephone Usage
4. Policies Affecting Employees Classified as Clerical
5. State Employees' Retirement System
6. Insurance Benefits
7. Women's Clubs in State College
8. University Salary Plan for Clerical Employees
9. Brochure entitled, "Welcome to Penn State"

This last item, serving as the outline of subject matter discussed, is really a one-page employee handbook. It includes information on the following topics:

1. Hours of work
2. Pay matters
3. Sick leave
4. Group insurance plans
5. Vacation
6. Holidays
7. Retirement system
8. Educational privileges
9. U. S. Savings Bonds
10. Taxes
11. Safety
12. Parking
13. Employee magazine

The preceding items are discussed one-by-one in as much detail as necessary; questions are asked; some criticisms are offered, and, in general, the meetings are productive.

The meetings wind up with a discussion of (1) recreational possibilities at Penn State, such as use of the golf course, bowling alleys, swimming pool, ice skating rink, etc.; (2) where to buy certain items on the campus — meat, poultry, furniture, creamery products.

Before adjourning, we ask the people in attendance to suggest items that might be included in the program and invite them to contact us if they have suggestions in the future.

The favorable comments we have heard from employees encourage us to find ways to improve and enlarge this program.

Personnel or People?

JOHN A. BAIRD, JR.

"The need for recognition, and the desire of enlightened superiors to grant it, have been major factors in the growth and development of personnel practices in business and institutional life."

"What is most important?" Many employers have asked themselves this question when they considered factors influencing the performance and morale of men and women working in their organizations.

Discerning business executives and thoughtful college administrative officers realize the value, to their particular enterprise, of employees who are gaining true satisfaction from their work. One staff member who looks upon his work as more than a job is worth many who routinely go through the minimum effort required to reach pay day.

Every intelligent supervisor is vitally concerned with the morale of his department or office, and will do almost anything within reason and his authority to build a strong sense of *esprit de corps.*

How can this best be accomplished?

The answer, in our experience at Eastern, surprising as it may be to some administrators, is recognition. Recent surveys indicate that appreciation and commendation for work well done is the most prized reward an employer can grant. It outranks salary considerations, vacations, working conditions, and even old-age pensions! All of these are important, of course; but do not mean as much to most men and women as praise which is well-deserved and sincerely given.

This need for recognition, and the desire of enlightened superiors to grant it, have been major factors in the growth and development of personnel practices in business and institutional life. And the very adoption of these sound employee policies has reflected a consciousness that the intangible aims and needs of workers everywhere are important.

Personnel programs have enormous value. They make for a more efficient and business-like organization.

They produce standards by which all employees are equally measured, tending to prevent inequalities and unfair treatment, and undoubtedly they have resulted in greater smoothness of operation of business and educational institutions.

However, by their very name, these programs, and the manner in which they are conducted, contain at least one serious drawback. "Personnel" as a word, carries a connotation which is not conducive to enthusiastic endeavor on the part of many men and women. "Personnel," as a word, stands for everything that is cold, and

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formal, and mechanical in office relationships.

While it is recognized, of course, that a company or a college differs from home and family life, the present preoccupation with "personnel" programs often results in a stiffness which reduces each employee to a set of slots on a business machine punch card.

In the largest industrial and commerical enterprises, a certain amount of this regrettably is inevitable; and, indeed in the great state universities where the staff runs into many hundreds, the degree of impersonality in organizational relationships is difficult to eliminate.

Colleges and universities with a particular mission of the education and development of certain people (the students) should take the lead in this area with their other people (employees) and emphasize this very aspect of each worker's identity, treating them not as "personnel" but as "people".

College staff , members are often difficult to place in standard categories, and they resent what they feel is a purely mechanical system of employment, no matter how varied and numerous are the fringe benefits!

Eastern Baptist College, as a small co-educational, liberal arts school, is in an excellent position in this regard and endeavors to do everything possible to emphasize to each staff member that his or her contribution to campus life is not only unique, but individually important to the total mission of the College.

At Eastern, this begins when a prospective employee is interviewed by the business manager or other department head. From the start he or she is treated like a person — an individual. The position is carefully described as is its relationships to others, and the College as a whole.

Beginning this year, each staff member also receives a booklet containing information about the history and purpose of the College, the importance of the nonacademic staff functions, and a challenge to do the best possible work!

From time to time, members of the staff are invited, during working hours, to meet and hear the president and other College officials. As Eastern is a religious institution, these gatherings often end with a devotional emphasis. Attendance is voluntary, and although many different Christian denominations are represented by staff members, participation is very high.

Members of the office staff are also invited to many campus evening and week-end functions, such as concerts, lectures, recitals, symposiums, and receptions.

This philosophy of employment is also manifested when the performance of employees is reviewed by the supervisor. Great care is taken to emphasize constructiveness in such an interview. Shortcomings are not ignored; but a worker's possibilities and assets receive more attention. Every effort is made to make each man or woman a more valuable member of the staff. While a simple file is kept containing the *vital* information about each worker, it is our policy at Eastern to keep such records at an absolute minimum. This practice not only actually saves valuable time and money for more pressing demands, but, in itself, reflects the attitude of management toward each person employed by the College.

At Eastern employees are not "personnel," but "people".

Custodial Training with a New Approach

HERSCHEL E. NUSS

On the College of Medicine Campus, University of Nebraska, Omaha, a new approach in custodial training was recently tried. Mr. Nuss discusses the advantages and pitfalls in planning and carrying out such a program.

On the College of Medicine Campus, University of Nebraska, Omaha, we recently tried what we think is a new approach in custodial training. What made it different from other training programs was the participation of custodial supply and service companies.

We had recognized the need for custodial training of our janitors in the College Buildings, the General Hospital and the Psychiatric Hospital. Having a Medical Faculty was of no help in trying to train custodians, and the College of Medicine Campus is in Omaha, sixty miles from the rest of the University. It was necessary to turn elsewhere for instructors. Where, then, could we go? In discussing this with the Director of University Health Services, we came up with the idea of using the supply company salesmen. They were our best contact with anyone thoroughly acquainted with the cleaning and sanitation field. We were sure we could sell them on the idea since here was an opportunity for them to reach the working level and assure themselves that their supplies and equipment were being utilized to the fullest extent. Those who were contacted were quite willing to help us in any way they could.

A planning meeting was then arranged. Supply representatives, Personnel Office Staff, University Health Service Staff, Hospital Administrator, Custodial Supervisor, Purchasing Agent (since he was better acquainted with suppliers), and Hospital Housekeeper were in attendance. This group laid the plans for the program. We would have two one-day sessions from nine o'clock to four o'clock, with one-half the custodial staff attending each day. We also set ten- to fifteen-minute breaks between sessions which proved to be well worth while. We discovered that, unlike office personnel, these people are used to moving about on their jobs, and had we not had the frequent breaks they would have been restless and less interested in the program.

We were well pleased with the results of our new endeavor. The speakers were effective and purposeful. All of the good that is derived from any training session was evident here. I will not go into the details of the program and subject matter since I think they are fundamental. But rather, I want to point out some of the things that occurred that were the pitfalls of planning such a pro-

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gram, and how anyone else planning a program of this type might avoid them.

We discovered, first of all, that though the suppliers were all willing to take part and do anything they could, it was difficult for them to forget they are sales representatives. Before you can have any education of your custodial staff, you must first do some training of the trainers. So remember, they are not trained particularly in instruction, but in sales techniques.

In our planning meeting we found that each company was eager to take all the time they could. We had to begin, then, to let them know that our time was limited and that in order to be fair to all, we must limit the periods of presentation and allow equal time to everyone.

Let me say here that we asked specifically that product names not be mentioned. This is essential. (If you don't do this, your custodial staff may resign because of the inferior products they are now convinced they have to use.) This is a training program and not a sales interview. Everyone cooperated fully on this, and only once did a product name slip out inadvertently. We did mention the firm name in the printed program and identified each speaker with his firm, but did not at any time identify brand names of products manufactured by the firm.

I might add that some firms were interested enough to call in men from their home office to assist them in preparing their part of the program, and in sitting in to observe. However, the presentation was done entirely by the local representatives — the men we know.

Some of the time the instructors had a tendency to talk over the heads of the custodians. The presentation would get into the chemical properties of a cleaner, or product quality, rather than how a product should be used for most effective cleaning. So some education in simplified presentation is necessary.

Another problem encountered was that of covering each other's subject. Although each man was given a specific topic, we found that at times they overlapped on subject presentation. We learned from this that an outline or paper presented to us on the topic assigned to each speaker is essential in this type of program training.

Another thing that would be somewhat avoided by an outline of each talk is the length of presentation. Some were left at the end of their period with more to say; and in one case a man assigned forty minutes got up, talked for ten minutes, and had covered his subject. You can well guess what this did to the program timing.

It may sound as if we had not accomplished anything after this testimonial of pitfalls, traps, and snares; but "The evil that men do lives after them; the good is oft interred with their bones". So it was with this new approach at training. The benefits were those usually derived from any training program and were not outstanding in the minds of anyone there. The evils we shall long remember. But I hope we may be able to resolve them with our next training program.